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Why Augsburg College? A Look at Major Influences in the College Decision-Making Process for TRIO Eligible Students

Jennifer Feine Hellie
Augsburg College

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WHY AUGSBURG COLLEGE?
A LOOK AT MAJOR INFLUENCERS IN THE COLLEGE
DECISION-MAKING PROCESS FOR TRIO ELIGIBLE STUDENTS.

Jennifer Feine Hellie

Submitted in partial fulfillment of the
requirements for the degree of
Master of Arts in Education

AUGSBURG COLLEGE

2004

MASTER OF ARTS IN EDUCATION
AUGSBURG COLLEGE
MINNEAPOLIS, MINNESOTA

CERTIFICATE OF APPROVAL

This is to certify that the Leadership Application Project of

Jennifer Feine Hellie

has been approved by the Review Committee, and fulfills the requirements for the Master of Arts in Education degree

Date of Oral Defense: 12-01-04

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Committee:

Frankie D. Shackelford

(Adviser)

Joseph A. Erickson

(Reader)

Alexander

(Reader)

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ABSTRACT

WHY AUGSBURG COLLEGE?

A LOOK AT MAJOR INFLUENCERS IN THE COLLEGE DECISION-MAKING PROCESS FOR TRIO ELIGIBLE STUDENTS.

JENNIFER FEINE HELLIE

2004

Leadership Application Project (EDC 585)

At Augsburg College, diversity plays an important role in delivering transforming education for its students and is instrumental in defining the college community. This research identifies major influencers in the college decision-making process for TRIO participants. Federally funded TRIO programs like SSS provide access to higher education for students with academic need, financial need, who are first generation college students, or students who have disabilities.

In order to assess the major influencers in the college decision-making process, current TRIO students at Augsburg College were asked to complete a survey. Students were asked to rate their feelings towards predetermined influencers when they were active in their college search. This research identified the most frequent influencers as urban location, financial aid, and starting the college search early. This research has produced results that will allow the college to develop strategic methods of recruitment for this population.

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INTRODUCTION

Jordan is the youngest child in his family. He is also the first student in his immediate and extended family to attend college. Both of his brothers went to work after graduating from high school and his sister had a baby at seventeen and never went back to school. Jordan's father died when he was a baby and his mother, although supportive, worked two jobs to support the family. Jordan developed a special relationship with a teacher in middle school who helped get him connected to an academic support group called GEAR UP. Through the GEAR UP Early Awareness for Higher Education program, Jordan received the academic and emotional support he needed to be successful in school. In high school he joined Upward Bound and continued to excel in school and eventually was awarded a scholarship to go to college. Education had always been a passion for Jordan but it wasn't until he received the scholarship that he thought college was a possibility for him. He had always assumed that he would follow in his brothers' footsteps and get a job after high school. Through the help of his Upward Bound advisor, Jordan discovered the TRIO/Student Support Program at Augsburg College. Augsburg is a private, four-year, liberal arts college affiliated with the Evangelical Lutheran Church in America, and located in Minneapolis, Minnesota. The college's unique urban setting and claim of "Transforming Education" sets it apart from many other colleges of comparable size, and all other Lutheran Colleges in the United States. Augsburg seemed the perfect choice for Jordan because family commitments kept him close to home and he could continue his academic ties with a TRIO program.

At Augsburg, diversity plays an important role in delivering transforming education to its students. For purposes of this research, diversity is used in its broadest sense. Ethnic background, age, economic status, academic levels, etc. all play an important role in recruiting and retaining a diverse student body. One of the ways that Augsburg can support students that are economically disadvantaged, have academic need, and are first generation college students is through Student Support Services (SSS). TRIO is a federally funded program and SSS is one of seven educational grant programs. For purposes of this study and to minimize confusion, the program at Augsburg will be called TRIO in this research. Because TRIO is a federally funded program, it is subject to reporting data to the government (Grimmett, Bliss, & Davis, 1998). That data includes the number of students in the program, academic performance, retention, and graduation rates. In order for the TRIO program to exist at Augsburg College, it must be shown that this type of a student service is needed and that the need is unique to this particular institution. In recent years, Augsburg College has lost its Title 3 classification due to the decrease in the number of students at the college with financial need who qualify for a federal Pell Grant. A Title 3 classification is crucial if the college is to continue to provide services like TRIO for its students. In the 2003-2004 academic year there are 413 students who qualify for a federal Pell Grant at Augsburg College (Office of Institutional Research, Augsburg College, 2003). This is one of the identifiers of eligibility for the TRIO program and an important one in the designation of federal funds and Title 3 classification. This researcher acknowledges the effectiveness of the current TRIO program at Augsburg College and hopes to support its grant renewal efforts. In addition, this research will identify major influencers in the college decision-making

process for TRIO participants. The research will not only outline the importance of the TRIO program at Augsburg but also recommend a strategic recruitment plan for these students that can benefit the college community.

The effectiveness of the TRIO program has been measured by the Office of Institutional Research at Augsburg. Their research looks at several factors relating to academic performance and retention of students at Augsburg College. This research is important because the existence of support services like TRIO depend on significant data to show the need and purpose for this program. In addition, TRIO is a federally funded program and must produce an extensive proposal for renewal of the program. Programs like TRIO provide access to higher education for minority students with academic need, financial need, and those who are first generation college students (Balz & Esten, 1998). These are students who may not even consider college a possibility if it were not for programs like TRIO. These particular students often times have unique problems and needs while in college (Grimmett, et al., 1998). Because of their academic and economic background they may require increased levels of academic advising, participation in support groups, and help connecting with social communities. TRIO can help them work through issues, obtain academic success, and eventually earn an undergraduate degree. TRIO can be the device that levels the playing field for students who have obstacles that keep them from pursuing higher education.

In 1998, Balz and Esten conducted research that analyzed TRIO students' success at independent colleges and universities. The study originated because of the increasing number of diverse students who will be considering college in the near future. The sample size is not clear in this study. The authors infer that the whole population of

TRIO participants at private colleges and universities across the United States were surveyed. In future studies it would help the credibility of the research if the sample size were clearly stated. The study compared data from TRIO students and non-TRIO students who qualified for the program but did not participate. Generally, the percentage of TRIO students ranked their satisfaction with course curricula, development of work skills, intellectual growth, and counseling or job placement slightly higher than non-TRIO students. The research fully supports the efforts of TRIO programs at private colleges and universities with strong institutional missions. The relationship between TRIO and private colleges is powerful in providing diverse students who are first generation and low-income opportunities to attend college (Balz & Esten, 1998).

It is well known that the world is becoming increasingly diverse and institutions of higher education need to face these facts to ensure success for students (Balz & Esten, 1998). The 2004 State of Students of Color report shows that the current trends show that the number of students of color who enroll in Minnesota schools is increasing and is projected to continue increasing into the future (2004). Augsburg College has taken the initiative to address this fact and that is why research like this is so important. A critical part of the mission of Augsburg College is to prepare leaders in service to the world. TRIO is helping students who have not had as many opportunities in leadership. The program is preparing them to be leaders and role models for their own families and communities and to be successful in higher education. Higher Education is about the business of preparing leaders. TRIO is about the business of making those leadership opportunities more accessible.

THE RESEARCH QUESTION

In order to assess the major influencers in the college-decision making process a written survey was administered to current TRIO students at Augsburg College. The goal of the survey was to identify what factors were most influential in attracting these students to decide to go to college, to consider Augsburg College and to eventually choose Augsburg College as the place to continue their education. Students were asked to rate their feelings towards influencers such as parental involvement, school guidance counselors, teachers, other adult mentor, academic supports programs such as Upward Bound or Talent Search (TRIO programs at the secondary level), whether or not they knew anyone who previously made a decision to attend Augsburg, the TRIO program at Augsburg, the location of the campus and the ability to live on or off campus. The survey has produced results that will allow the college to development strategic methods of recruitment for this population. When the college admission process can address the needs of a more diverse group of students it will increase the accessibility of the college. Developing a strategic recruitment plan for Augsburg College will allow for a more diverse population of students.

LITERATURE REVIEW

There are numerous limitations in the search for good research regarding college choice, early awareness programs and student support services. Much of the research that does exist produces data for individual institutions and does so with small sample sizes. Research of this kind is often hindered by lack of funding, the small size of individual programs, and program diversity. The lack of comprehensive data and reliable data related to program outcomes and variation in program characteristics make it difficult to generalize research results (Kezar, 2001).

Cabrera and La Nasa (2000) looked at the college choice of disadvantaged students using data from the National Education Longitudinal Study of 1998. Through their research they found that decisions to go to college are the result of three different stages. The stages can begin as early as seventh grade and continue on to the time they actually attend. Although students progress through all three stages at different ages and in different speeds they eventually progress through all three. The first stage is labeled predispositions. At this stage students start demonstrating interests in different occupations and educational goals as well as the intention to pursue postsecondary education. It was also found that at this stage parental support and influence is the strongest. The second stage is the search process. In this stage students begin to accumulate and assimilate the information necessary to shorten the list of educational possibilities. Parental involvement is still heavy as the list of institutions is shaped according to family dynamics. This is also the time when students begin to interact with institutions by responding to literature and visiting campuses. This stage is heavily

dependant on the sophistication and thoroughness that each family has dedicated to the search process. Socioeconomic status, parental academic experience, the role of the high school counselor, and the student's perception of ability to fund college all attribute to this. The last stage of the decision making process is the actual choice. Cabrera and La Nasa chose to look at the differences in the choice stage for students of differing economic status. Their research led them to believe that an inequitable college-choice system exists. There are five issues that put students at a disadvantage in the college choice process. They are identified by Cabrera and La Nasa as family income, parental education, gender, ethnicity and exposure to at-risk factors. In order to overcome these factors they suggest that the approach needs to be holistic in nature. The education system needs to address the acquisition of academic qualifications early in each student's academic life. This point presupposes a high level of parental involvement, which in turn increases opportunities for students. School partnerships at all ages will also help increase the possibility of college for disadvantaged students. This is especially important if the student is lacking parental support. These programs can help foster that support or in some ways compensate for it (Cabrera & La Nasa, 2000).

McLure and Child (1998) conducted research comparing Upward Bound (UB) students to other college bound students who took the ACT. This study reinforces the importance of pre-college access programs like UB. The researchers examined ACT profiles of 2,538 Upward Bound students and 997,069 non-Upward Bound students. The demographic variables compared were gender, race/ethnicity, family income, ACT composite scores, and years of English, math, social studies, science and foreign languages taken. The study was designed to address the demographic characteristics of

ACT tested UB and non-UB students, how the two groups compare with respect to their educational aspirations and their expected first-year college GPA's, planned areas of study, financial need, employment, family incomes, and the anticipated need for student services. Most of the data for this study was derived from the Student Profile Section and the Course and Grade Information Section of the ACT test. This study did not collect data from the Interest Inventory Section of the test, so this would be an area of exploration in future research. The data that was analyzed for this study supported the philosophies of TRIO and the Upward Bound Program. The research showed that the students who are participating in the UB program have higher levels of self-esteem, set goals for themselves and improve their understanding of higher education opportunities. The data showed that UB students display high aspirations that are comparable to non-UB students. Black and Hispanic UB students took just as many math and science classes as their non-UB counterparts. Black and Hispanic UB students from low-income families had higher composite ACT scores than their non-UB counterparts. Finally, UB students in this study reported that 40.3% expected to earn a professional degree as compared to only 33% of non-UB students (McLure & Child, 1998).

In a study by Patitu (2000), researchers looked at the reasons why African American male college students chose to attend a large university that is predominantly white. Patitu felt there was a need for a study like this to explain the low representation and high drop out rates for African American males in higher education. The survey developed by Patitu was titled "Survey of Effective Student Support Systems to Meet the Needs of African American Male College Students." There were ten items on the survey which included demographic questions, Likert scales, open-ended questions and close-

ended questions. Students were offered monetary incentives to complete the survey and given stamped envelopes to return the survey. At this particular institution there were 575 African American males in the undergraduate and graduate programs. Since this number was determined to be significant, all of the students were considered to be subjects in the study. Missing addresses for 82 students resulted in 493 qualified subjects. Patitu received a response rate of 38% or 185 surveys collected. The most critical part of the data analysis was contextually organizing the open-ended responses into data units. The researcher identifies a limitation of the study as producing results that are specific to this particular institution and advises that care must be taken when generalizing results to other colleges. Another limitation of the study is that it collected data from both undergraduate and graduate students at a large research institution. Clearly, students use different criteria when going through the college-decision making process at the undergraduate level and the graduate level. The age difference alone would influence different methods of decision-making and perceptions of satisfaction. Twenty-two percent of the respondents were graduate students, yet the recommendations made by the researcher are geared towards the recruitment of undergraduate students. The collected data produced some predominant themes regarding student's reasons for attending that university. First, is the overall reputation of the institution. Students responded with characteristics such as prestigious school, strong academic reputation, and top-notch academics. The next most frequent reason for attending was funding. Students reported the importance of financial aid and scholarships and the influence this had on their decision. The third reason was the reputation of particular academic programs. This particular school has a very prestigious engineering program as well as

other highly regarded academic departments that drew students to attend. The final most frequently cited reason for attending was familiarity with the college. Many students cited that they had relatives that had attended or the institution was close to home which meant family support nearby. This study also measured factors that contributed to student's level of satisfaction. They included "academics", "relationships", "experiences", "services/activities" and "resources". Patitu concludes the study with some recommendations for action. The recommendations are directed towards administration and admission practices of the college in hopes that they will aid in the recruitment and retention of African American males. The first recommendation is to highlight the reputation of the university and its academic programs. The strength of the academic programs and the respect with which they are viewed by the community are important to African American males. The next recommendation is to provide adequate financial aid, scholarships and fellowships to African American males. Private donor scholarships and sponsorships for students need to be established. The third recommendation is to focus on students in the local community. One cannot assume that the students in the university's backyard will find their own way. They deserve the same attention that is given to out-of-state students. Using alumni as recruiters for the university is also effective because they have strong influence over people they know. The fourth recommendation is to address special interest areas for each student. If an African American male is interested in singing in the choir, have the director contact him or send him the choral tour schedule. Connect prospective students with current students who have the same interests. Fifthly, one should not underplay the importance of academics for African American males. They place a high priority on academic success.

The sixth recommendation is to foster relationships with faculty, staff, students and alumni. Positive interactions are important for African American males in the recruitment and retentions process. This also overlaps with the final recommendation to provide positive experiences such as cultural activities, internships, service learning and research opportunities. Patitu concludes with the acknowledgment that the issues of recruiting and retaining African American males can not be overlooked if a university is to be attractive for this population. Instead institutions should take a proactive stance and make higher education more accessible and attractive for African American males (Patitu, 2000).

In 1996, Galotti and Kozberg conducted a year-long longitudinal study that measured different aspects of the college decision-making process in high school students. The authors chose this topic to study because of the lack of research available that addresses this concept, especially research that measures thinking that occurs at the time a decision is made. College choice is an important and difficult life decision that many students and families face. It affects family relationships, friendships, high school ties, educational and vocational planning, moving away or staying at home, financing, and, finally, the choice significantly influences the future of the student. The decision also happens within a specific time frame, within a structured schedule, and requires complex integration of information before it is complete. In this study, the researchers are recording the ways that students have reported their overall college decision-making process. A total of 322 students participated in one or more sessions. One hundred and twenty-four students participated in the spring of their junior year. Of that original group, 101 continued participation in the second session with a new group of 99 first-timers.

Ninety of the original group were joined by 99 new subjects for the third round of the study. The inconsistency of participants in this study is an obvious limitation to the reliability of the results. If the researchers would have only allowed original participants to continue in the study they would have collected more reliable results, but they also would have been reduced to only 90 subjects instead of 322. The vast difference in these two numbers leaves considerable room for variance in the data analysis. The subjects were from nineteen different high schools in southeastern Minnesota and they were recruited through their respective homerooms. Students received letters that described the study, asked for parental consent, and also consent for researchers to obtain student academic records. Participants in the study were given five dollars for each session they participated in as incentive. Each survey session last approximately one hour and included three sections. The first section consisted of background information including name, date of birth, year in school, favorite academic subjects, jobs, clubs, hobbies, career plans, college plans, number of siblings, marital status of parents, and educational backgrounds of parents. Optional questions included family income, religious preference, and ethnic background. The second section consisted of essays. Students were asked to respond to how they felt about their college decision-making process and to describe what their experience had been thus far. In round two and three a question was added that asked students to describe what they thought it takes to make a good college decision. In the third section of the survey, student were asked to rate their feelings regarding the process on a Likert scale. The third section of the survey allowed researchers to measure students' responses to a predetermined set of ideas and feelings. The results showed that a student's sense of certainty and ability to make a decision rose

over a period of time, especially for the students who participated in all three sessions. Students demonstrated more optimism and satisfaction regarding the process which resulted in confidence in their decision. At the time same, they still rated feelings of stress and difficulty as being high throughout the decision-making process. The essay section of the survey allowed researchers to obtain data from a personal perspective and it was clear that students did not take this decision lightly. Responses from students are very poignant, such as "...choosing what you're going to do for a living and going to college are really big decisions that are going to affect the rest of your life...", or "It's a rather confusing and bewildering decision. There are many colleges to choose from and they all seem alike." Students also reported the process to be daunting, overwhelming, intimidating, and requiring a lot of soul searching. Researchers concluded that students do experience stress, see this as a difficult decision, and understand the ramifications of the decision. They also only claim moderate satisfaction throughout the entire process, offset by feelings of being overwhelmed by the amounts of mail and brochures they receive. Recommendations are made in this study to those who play a role in the decision-making process, including parents, teachers, counselors, etc. It would be a great benefit to the students if they had help developing a decision-making strategy or plan that would guide them through the discernment of material. Managing the information overload has shown to add to the stress level and perpetuate doubtful attitudes among the students. The researchers claim that this study is one of most comprehensive collections of this kind of data that they know of. They do claim many limitations surrounding the study but still believe it provides good insight into the decision-making process and good guidance for future studies that might look at the decision to pursue post-secondary

education or at methods of shaping an emerging sense of identity in this population and how that affects the ability to make decisions (Galotti & Kozberg, 1996).

According to an annual survey conducted with first-year students at the College of Wooster in Ohio, the number of students who are using the Web to influence their college search continues to be on the rise (2001, Ascribe Higher Education News Service). In this study, 9 out of 10 students claim that they used the Web during their research and in addition they ranked it as the fourth most important influencer. Campus visits, parents, and guidance counselors preceded the Web as the top three most influential factors in the college decision-making process. The College of Wooster has been conducting surveys for twelve consecutive years and this study included 532 first-year students. The research article does not indicate what the response rate to the survey was and it is implied that all 532 students completed the survey. For the past three years the Web has been gaining ground on the traditional college guidebook. In 2001, 67% of students reported that they had used the college guidebook but at the same time fully 90% of students had consulted the Web. In 2001, *The Princeton Review* rose above *U.S. News & World Report* in popularity with students conducting the college search. Students who responded to the Wooster survey claim that they did not give much weight to the college rankings listed in guidebooks like *The Princeton Review*: 65% of students said they give it just “a little” and only 14% said “a lot”. Fifty-eight percent of the students also said they that their parents placed more weight on the ranking than they did. Even though the Web is gaining an important place in the college decision-making process, researchers in this study conclude that students still rank the campus visit, parents, and guidance counselors as the top three influencers in that order (2001, Ascribe Higher Education News Service).

Lillard and Gerner (1999) conducted a study that looked at how family composition affects college choice (Lillard & Gerner, 1999). The researchers attempted to examine how patterns of attendance at a four-year school and selective four-year colleges play out for students from single-family homes and two-family homes. Specifically, they were looking for evidence that these two groups of students exhibit different college choice patterns. For this study “family disruption” is considered to be divorce, illegitimate births, low economic status and ethnic background. The researchers in this study speculate that as family disruption becomes more common, questions of equity and access increase for students in these families. They also believe that these students are less likely to apply to and attend a four-year school or a selective four-year school. Research has shown that disrupted families have fewer resources and this fact impacts their patterns of college choice. In preparing to analyze the data, the researchers hypothesize that college choice varies greatly due to family composition because family structure places different levels of constraint on choice. Examples of constraints include family obligations, lack of access to loans and financial aid, poor high school academic performance and low participation in activities, inadequate study skills, and insufficient emotional support. Although these variables can be hard to measure, the researchers believe they play an important role in the decision-making process for students. The researchers in the study chose to use data from The High School and Beyond (HS&B) longitudinal study. The study was given to 11,995 high school seniors and 14, 825 high school sophomores in 1980. Follow-up studies were conducted in 1982 and 1986 and information that was collected included high school performance, various individual statistics, plans for after high school graduation, and colleges they had applied to, been

admitted to and attended. A limitation for this study could be the lag time between the collection of data and the year that this particular data analysis was conducted. The period from beginning of data collection to publication of this article was almost 20 years, which calls into question the validity of the study in analyzing current academic trends. Another limitation of the study was the manipulation of data. Instead of eliminating subjects because of missing data, researchers assumed data like marital status and family income based on other information given by the student. The researchers felt that this tactic was more desirable than reducing the sample size. Contrasting opinions could claim unreliable data that has produced fabricated results. The results of the data analysis show that during the senior year 66% of students from intact and disrupted families applied to college. Of those, 91% were admitted to a college, 59% of them to a four-year college. From the total sample 46% attended a four-year school during the time of data collection. Some of them transferred from a two-year school and some delayed their start after high school. Results showed that 69% of students from intact families applied to college whereas only 60% of students from disrupted families did so. Of the 60% that applied only 89% were admitted as compared to 92% of those living with two parents. Results also showed that whether a student applied immediately after high school graduation or if they waited a few years, the students who lived with two parents always achieved higher percentages. This trend continues when considering selective colleges. Students who did not live with their biological parents were 33% less likely to apply and be admitted. The researchers concluded the study with some interesting directions for further research. This study showed that students who grew up with a disrupted family structure also had low academic aspirations, low academic performance,

low participation rates in extra-curricular activities and lower family incomes. However, they also cited previous research that suggests that these circumstances can also cause family disruptions and more research should be done to further determine the causal relationships (Lillard & Gerner, 1999).

Nathe (1999) conducted a study that explored how high school students are using computer-based media in the college search process. The researcher developed a three-part survey that strived to determine frequency and types of computer use in the college search process. The sample group for the study consisted of students from three differing high schools. Students ranged in age from fifteen to nineteen years of age. Students were asked to complete a short survey administered by selected high school guidance counselors. Nathe first conducted a pilot study to revise and refine the actual survey used with students. Two hundred surveys were distributed in March, 1999 to high school guidance counselors at the three pre-selected high schools. The researcher received 183 completed surveys, a response rate of 92%. The respondents were 52% female and 48% male. Seventy three percent of them went to public schools and 27 % were private school students. Sixty-five percent of the respondents were seniors, 20% juniors, 15% sophomores, and 1% freshmen. The data that was collected in the survey reinforced what anecdotal information and media sources say about the high computer usage by students in this age range. Around 97% of the respondents claimed they had access to and used a computer. Seventy-eight percent said they had computer access at home, while 89.4% used them at school, and 18% had access at an undisclosed location. The responses revolving around computer usage patterns were more difficult to describe for the researcher. The majority of respondents said they used the computer a few hours per

week and in these few hours most of the time was spent using the Internet and email. The data suggest that as students get more comfortable with using computers and the Internet, their usage increases. Nathe predicts that this trend will continue to grow as technology continues to advance. Eighty-eight percent of respondents to this survey said they are connected to the Internet and 85% said that they use it on a regular basis. Sixty-seven percent of respondents said they had their own email account and another 10% shared an account. The last section of the survey asked the students to rate college research methods. In the personal contact category, campus visits stood out as being highly effective in the college decision-making process. Paper-based media were only rated as moderately helpful when it came to gaining information on colleges. The last category was computer and technology based tools. The researcher found that 60% of students had communicated by email with a friend or sibling in college and 65% of them ranked it as being helpful or very helpful. These data suggest that there is a strong link between current college students and high schools students in the college search process. The data also showed that CD-ROM's were the least used in the college search, a finding that the author of this research identifies as the most important piece of this study. The data showed that more than 72% of the respondents have looked at college web sites and 63% of them claimed it to be helpful or very helpful. There was also a strong correlation between web site activity and other college search activities which leads the researcher to believe that the web site allowed students to search out supported messages they had gotten elsewhere and the web is being used to supplement other search activities (Nathe, 1999). Since this study was conducted in 1999 and computer usage was considered prominent then, it would be interesting to see how the data would change in 2004.

Technology has grown significantly in the past five years and the use of technology-based media in the college search has undoubtedly grown with it.

After examining the research it is clear that there is statistical support for TRIO programs and the college decision-making process can be described as complex at best. TRIO programs like the one at Augsburg offer individual academic advising, peer group activities and community events, small class sizes, extended summer bridge programs that focus on successful transition and study skills, and support from the college faculty. Once it has been determined by an institution that these types of programs are valuable to the college and thus recruiting students who reflect these characteristics is beneficial to the college community, recruiting TRIO-eligible students becomes a priority for the admission staff. This is where the importance of a well-designed recruitment strategy enters in.

METHODOLOGY

To obtain data regarding major influencers in the college decision-making process a written survey was administered to current TRIO students at Augsburg College. During the 2003-2004 academic year there were 120 students in the TRIO program and an additional nineteen new students in the 2004 Summer Bridge Program. The four-week TRIO Summer Bridge program is offered to incoming TRIO students the summer before they start their freshman year. By successfully completing the Summer Bridge Program each student can earn two course credits tuition free. During the 2003-2004 academic year the ethnic makeup of TRIO students was as follows: 21 Asian American, 49 African American, 6 Hispanic, 3 American Indian, 48 Caucasian, and 3 unknown (Office of Institutional Research, 2004). This number exceeds 120 because it includes those who dropped out of the program and were replaced to keep the program at full capacity. The goal of the survey was to assess the major influencers in the college decision-making process by having students rate their answers to questions on a Likert scale. To accomplish this task, the survey included questions that asked the student to rate specific influencers. A copy of the cover letter and survey used is included in Appendix A. The collected data have provided the information needed to develop a strategic recruitment plan for this population. A strategic recruitment plan for Augsburg College will allow recruiters to address the needs of students at many different levels and will help the college become more accessible for this population.

PARTICIPANTS

All 120 students participating in the TRIO program at Augsburg College during the 2003-2004 academic year, as well as the nineteen in the 2004 Summer Bridge Program, were invited to participate in this study and make up the subjects for this study. Fifty nine surveys were completed and returned for a response rate of 42%. During the 2003-2004 academic year surveys were distributed by the Administrative Assistant in TRIO office and were filled out anonymously. Another data sample was collected when the survey was also administered to nineteen Summer Bridge participants. The decision was made to distribute the survey to the Summer Bridge students to increase the number in the sample group and to strengthen the response rate and survey results.

INSTRUMENTATION

Participants completed the survey “Major Influencers in the College Decision-Making Process” that was developed by the researcher. The instrument consisted of eighteen items that respondents were asked to rate on a five-point Likert scale from “strongly agree”, “agree”, “neutral”, “disagree” to “strongly disagree”. The instrument was developed to identify major influencers that were pre-determined by the researchers to be common factors in the decision-making process. Prior to the survey distribution, reviewers critiqued the instrument for readability and clarity.

PROCEDURES

The researcher put together the survey packets which included a cover letter and the actual survey. The cover letter explained the purpose of the study, gave directions and informed the participants that when they turned in their completed survey to the TRIO office they would receive a small token gift (a \$5 Starbucks Coffee Card). This incentive was provided by the Division of Market and Enrollment Development at Augsburg College. A short email was drafted by the researcher and sent out by the TRIO Administrative Assistant in a mass email format to TRIO participants. The email informed them of the opportunity to complete the survey and gave directions on how to do so. A reminder email was sent out the week of the deadline to bring in the last few surveys.

The surveys were supplied to the TRIO office on March 22, 2004 to start the data collection. They were distributed by the Administrative Assistant in the TRIO office and were filled out anonymously. No identifying information was collected or recorded by the researcher. The Administrative Assistant kept track of students who had filled out the survey to eliminate the possibility of duplicates. The deadline for students to complete the survey was April 15, 2004. The survey deadline coordinated with the financial aid deadline with the prediction that it would increase the number of completed surveys, as well as students completing advising appointments with TRIO advisors. A second round of surveys was given to TRIO students in a classroom setting during the Summer Bridge program the week of July 19-23, 2004.

DATA ANALYSIS

The data that were collected from each round of completed surveys were entered into an Excel spreadsheet in order to calculate basic statistics such as number of responses and percentage of responses per survey item. The data that were collected from both rounds revealed congruent response patterns; therefore the data from the two samples were merged to increase the overall response pool.

RESULTS

The data that were collected for this survey were analyzed in three different ways. First, the researcher looked at all of the data as a whole. Then the data were divided into two sections depending on the way that students answered three qualifying questions. The first qualifier was “Augsburg was my top choice of colleges to attend.” The second was “My original plan was to attend a state college.” The last qualifier was “I used to think that private college was not an option for me.” Students who answered strongly agree and agree to the first qualifier were identified as students who were “Most Likely to Attend Augsburg College” and there were 37 students in this group. Students who answered strongly agree or agree to the second or third qualifier were identified as “Not Likely to Attend” and there were 22 students in this group.

When the data for survey were analyzed as a whole it was clearly evident that urban location was the most influential factor for all students in their decision to attend Augsburg College. Seventy-six percent of the respondents strongly agreed or agreed that urban location was a major influencer. Financial aid also received a significant response of 51% from respondents indicating strongly agree or agree. Fifty-six percent of the

respondents also strongly agreed or agreed that they started their college search before their junior year. The weakest influencers for the respondents were Athletics (75% strongly disagreed or disagreed), being a member of a pre-college access program (66% strongly disagreed or disagreed) and Guidance Counselor (56% strongly disagreed or disagreed).

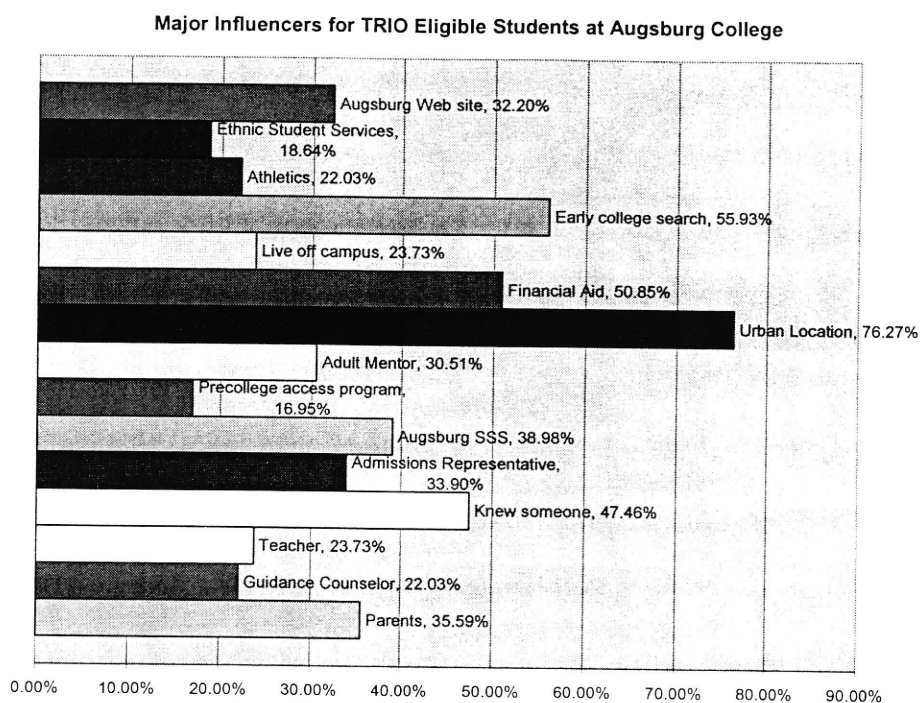


Figure 1

When the categories of “students most likely to attend Augsburg” and “not likely to attend Augsburg” were compared, similar results were observed. For students who were most likely to attend, 84% of the respondents strongly agreed or agreed that urban location was an influential factor in choosing Augsburg. Financial aid came in next at 59% and students starting their college search before their junior year of high school came in third at 57%. At nearly 49% was the category of “knew someone”, which could play an important role in recruitment.

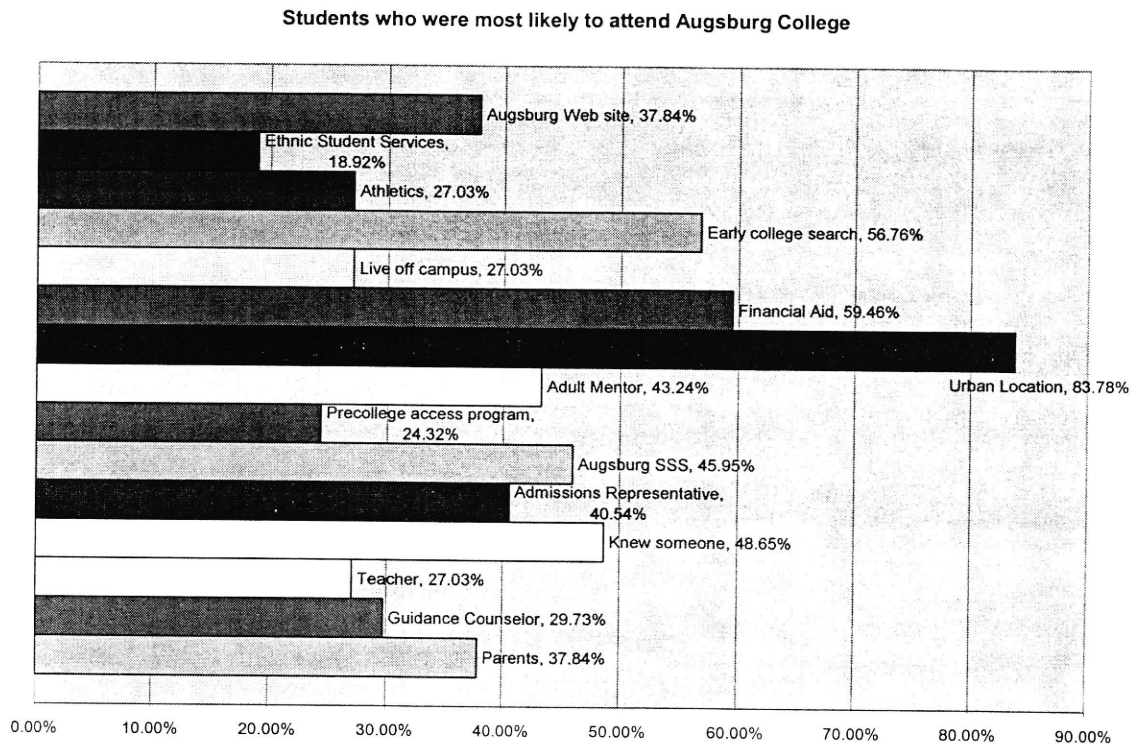


Figure 2

For the group that was labeled “not likely to attend” urban location still had the strongest response of 63%. These students still indicated that they started their college search early (55%). This group of students also indicated that they knew someone who already attended Augsburg and 45% of them strongly agreed or agreed that this factor influenced their decision to attend.

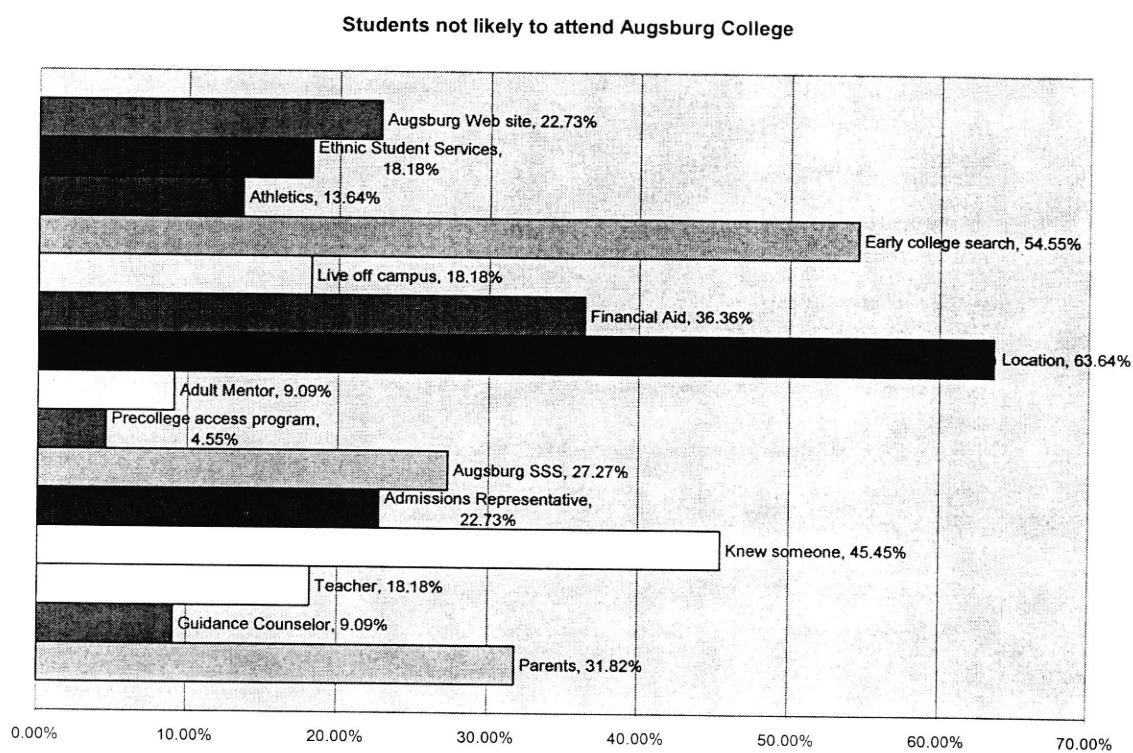


Figure 3

CONCLUSION

This research has produced significant data that can be used in the admissions office at Augsburg College and for strategic planning for the future. The results may not be earth shattering or policy altering; however, they do reinforce the vision of the college and can be used to strengthen the recruitment process. It is the hope of the researcher that the results of this study can also be used to strengthen the grant renewal for the TRIO program at Augsburg.

In the vision document *Augsburg 2004: Extending the Vision*, leaders at Augsburg have declared diversity to be at the center of the mission of the college. It claims that student support services on campus such as TRIO, have a definite academic purpose and make essential contributions to the Augsburg experience. By infusing diverse ways of knowing and being into the overall curriculum, the educational experience is enhanced for the whole college community. The vision document also claims that cultural diversity is the process of how we confront our humanness and look beyond the limitations that have been imposed upon us to develop our full potential in life (Engebretson & Griffin, 1998). The vision document is very clear about what Augsburg should look like in the future. The intention of the document is for the college community to take action instead of simply reading and pondering. That is why research such as this is important for the development of the college, and specifically in the shaping of the student body.

The TRIO program at Augsburg has some unique characteristics as do most TRIO programs across the United States. What makes Augsburg's program outstanding, besides the competent staff that runs it, is the College's commitment to the program and its goals. Instead of operating as an outside program that is housed on the college

campus, the TRIO program at Augsburg has been fully integrated into the college community and is viewed as a valuable asset and service to underrepresented students and the college as a whole. Because of this commitment and the desire to increase diversity at Augsburg, the TRIO program is institutionally supported and encouraged.

This commitment to diversity and access to education is extending beyond the borders of this college campus. The Minnesota Minority Education Partnership (MMEP) is an example of an organization that has been very clear in its mission and objectives in this area. MMEP aims to engage community efforts so that all students and families can embrace and understand the opportunities in education (*2004 State of Students of Color*). Initiatives like these need to be the focus of the future of higher education in Minnesota. Augsburg College has found itself in a unique position by taking steps to put itself on the leading edge of higher education and at the same time creating valuable community partnerships within an urban setting. By building on its history and past success, Augsburg College has begun to set exciting precedent for the future.

This Leadership Application Project was presented to members of the Enrollment and Market Development Division at Augsburg College on September 1, 2004. The research question, a synopsis of the literature review, and highlights of the methodology were presented to this group. The majority of the presentation focused on the recommendations portion of the project and the research was well received by the members of this group. Although the survey results were not surprising to this group, there seemed to be unanimous feelings of agreement and gratitude to be provided with statistics that reinforce the work that is being done. Not only is there data to support current recruitment efforts, it initiates new directions of recruitment for underrepresented

students. Since this is the group of people who will take this set of recommendations and put into place a strategic recruitment plan, it was necessary to have meaningful discussion regarding the topic. A team effort is required to accomplish the recommended action steps and an effective recruitment plan will demand participation and support by all members of this group.

FURTHER RESEARCH OPPORTUNITIES

Despite the supportive findings for use in strategic recruitment planning at Augsburg College, this study would have more validity if the sample size had been larger. Collecting a second set of surveys was necessary to validate the first set of data collected. The data will be stronger in future research if an even larger sample size can be obtained. The study is also just a snapshot of TRIO students who chose to attend Augsburg College and should not be used to generalize to the whole student population. The data could be helpful to other institutions similar to Augsburg but readers will need to take caution with any generalizations made.

The need to limit the number of questions on the survey eliminated many valuable influencers that could be included in future studies. More research could be done on how academic reputation, community involvement, and programs offered influence the decision-making process of students who choose to attend Augsburg. The population could also include students in the whole population of Augsburg or all of the Pell Grant eligible students who attend Augsburg, but do not participate in TRIO.

RECOMMENDATIONS

This study has produced some clear results that can be useful in the admissions work that is done at Augsburg College. Despite the fact that Augsburg is a small private college, the admission process can be quite complex. While trying to meet the quantitative enrollment goals of the college, the Enrollment and Market Development Division has developed enrollment goals of its own that revolve around academic quality, access, athletics, demographics and the ethnicity of each incoming class. The College Council and the Enrollment and Market Development Division have declared that Augsburg is not only a Lutheran college, but a college of the city, and therefore it must be accessible and affordable for students in the immediate community and for those who are first-generation, low-income, and disabled. These goals have made a study like this critical in directing the recruiting efforts in strategic ways to serve this population of students. The recommendations of this researcher are as follows:

- 1) *Over 76% of respondents to this survey said that urban location was a main influencer in their decision to attend Augsburg. One indication is that students already recognize the benefits of being in the city when it comes to education. Recruiters need to continue to emphasize this advantage and to highlight the ways Augsburg is different from other urban schools, both private and public.*

RECOMMENDED ACTION STEPS INCLUDE:

- Establish an internal task force to stay abreast of the urban competition.
This can be done on a biannual basis with one of the meetings occurring after travel season when much of the information can be obtained.

Appointing undercover students to do site visits to other colleges is another possibility.

- Building on existing relationships that the college has within the community is another area where recruiting could play an important role. The admissions counselor who works with the Minneapolis and St Paul School District is an ideal place to start because this is where Augsburg has already developed strong community relationships. It is recommended that this counselor work with the Center for Service Work and Learning to identify five key areas to begin working within the 2004-2005 academic year.

2) *Over 50% of the respondents to this survey said that their financial aid award was influential in their decision to attend Augsburg College. This is a crucial finding and it reinforces that the College's awarding strategy is helping TRIO-eligible students to afford private college. Admissions representatives must get this message to families earlier so they actually perceive that private school is a real possibility for them and so they complete the admissions and financial aid process. There is a high percentage of students who never consider a private college because they believe they can't afford it or they don't understand the financial aid process and the different types of aid available.*

RECOMMENDED ACTION STEPS INCLUDE:

- Create a task force to make the financial aid process more understandable and less intimidating. A letter or brochure to parents of juniors, sophomores and even younger, should be added to the

communication flow to highlight financial aid opportunities at private colleges. This will increase the likelihood that underrepresented populations will consider private college when it comes time for the admissions process.

- Develop a community outreach program for parents of urban youth. The outreach program will be a workshop that focuses on financial aid but will also address the application process, academic requirements and TOEFL requirements for students whose first language is not English. The outreach team could consist of any interested staff, but it should ultimately be coordinated by the Director of Admissions, the admissions counselor who works in the Minneapolis and St Paul School Districts, and the Ethnic Student Service Directors. In order for the outreach program to be effective, it could be offered in many different languages and in many different settings. The Center for Service, Work, and Learning and the Ethnic Student Service Directors will be vital in choosing five pilot settings for the 2004-2005 academic year.

3) *Over 55% of respondents to the survey said that they started their college search before their junior year of high school. This result identifies the need for the admissions staff to be active in the recruiting process for students who inquiry early. One of the methods of outreach to younger students is through early awareness college programs. These support programs are important for many students and encourage them to start thinking about college early. In working*

with prospects within the recruiting software and with new inquiries, admissions staff should consider ways to reach students at an earlier age. At high school visits, church visits, youth groups coming to campus, open house events, performing arts events, athletic events, college fairs, etc. it is important to expand at least a part of the recruiting process to address the concerns of these students.

RECOMMENDED ACTION STEPS INCLUDE:

- Work with the Education Department and the Alumni Office to identify as many teachers as possible in the Minneapolis and St Paul School Districts to use as satellite recruiting stations. Once it has been determined what strategy would be most appropriate in each case the assigned admissions counselor will work to distribute information on a quarterly basis. Some examples would include visiting the classroom, being a guest speaker, sending Augsburg College pencils to students in the classroom, supplying prizes or giveaways at school events, and simply sending brochures to have in the classroom.
- The admissions counselor that works with the Minneapolis and St Paul School District will also work with all early awareness and TRIO groups that come to campus. Since the groups often consist of students who are younger than high school age, age-appropriate programming should be developed for these groups. Within the student ambassador group, students who enjoy working with younger students should be used to help in the program development. The

information should be documented and put in the Ambassador manual so that it can be used in the training process each year.

- The Counselor who works with students from the Minneapolis and St Paul School Districts will also work with the Ethnic Student Service Directors and possibly students who are in the TRIO program to identify current students who would like to help in the recruiting process. Some examples of participation would be visiting urban high schools or their home high school with the admissions counselor, talking with groups of students when they come to visit campus, or becoming a Student Ambassador.

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Major Influencers in the College Decision Making Process

Consent Form

You are invited to be in a research study of major influencers in the college-decision making process. You were selected as a possible participant because of your involvement with Student Support Services/TRIO at Augsburg College. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by Jennifer Hellie, Senior Admissions Counselor, Augsburg College. This study is being conducted as a part of a master's leadership application project at Augsburg College.

Background Information:

The purpose of this study is to examine the effectiveness of the TRIO/SSS program at Augsburg College and to identify major influencers in the college decision making process. The goal of the study is to develop a college recruitment strategy for eligible TRIO students.

Procedures:

If you agree to be in this study, we would ask you to do the following things. Complete the attached survey and return it to the TRIO office by April 15, 2004

Risks and Benefits of Being in the Study:

The study has minimal risks. Personal information will not be collected or revealed in the collected data. Information will only be collected from students willing to complete the survey.

A direct benefit to participation is the opportunity to help identify major influencers in the college-decision making process for students similar to yourself. You will have the opportunity to help provide information that will aid in the development of a strategic recruitment strategy for Augsburg College. An Indirect benefit to participation is to help Augsburg College become more accessible to TRIO eligible students from all different ethnic backgrounds, ages, varying economic status, varying academic levels, students with disabilities and those who are first generation college students.

(over)

Confidentiality:

The records of this study will be kept private. In the final report we will not include any information that will make it possible to identify you. Research records will be kept in a locked file; only the researcher will have access to the records. The results of the research will be used to recommend a strategic recruitment plan to be used in the Undergraduate Day Admissions Office at Augsburg College.

Voluntary Nature of the Study:

Your decision whether or not to participate will not affect your current or future relations with the College. If you decide to participate, you are free to withdraw at any time without affecting those relationships. Upon completion of the survey you will receive a \$5 voucher for the campus Starbuck Coffee Café as a thank you for your participation.

Contacts and Questions:

The researcher conducting this study is Jennifer Hellie, Senior Admissions Counselor, Augsburg College. You may ask any questions you have by contacting me at 612-330-1582 or hellie@augsborg.edu

Or Professor Frankie Shackelford, Associate Dean for Teaching and Learning Enhancement, Augsburg College, at 612-330-1292 or shack@augsborg.edu

Please keep a copy of this form or your records.

Major Influencers in the College Decision-Making Process

Please place an X in the box that reflects your answer to each question.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. My parent(s) influenced my decision to attend Augsburg.					
2. My high school guidance counselor influenced my decision to attend Augsburg.					
3. A teacher influenced my decision to attend Augsburg.					
4. I knew at least 1 student who already attended Augsburg and that influenced my decision to attend.					
5. The admissions representative at Augsburg influenced my decision to attend.					
6. The TRIO/SSS program at Augsburg influenced my decision to attend Augsburg.					
7. I was a part of a pre-college access program (Educational Talent Search, Upward Bound, Admission Possible) that supported my college decision-making process.					
8. I have an adult mentor who influenced my decision to attend Augsburg.					
9. Augsburg was my top choice of colleges to attend.					
10. Augsburg's urban location played a part in my decision to attend.					
11. My financial aid award influenced my decision to attend Augsburg.					
12. The opportunity to live off campus influenced my decision to attend Augsburg.					
13. I started to consider college before my junior year in high school.					
14. An athletic coach at Augsburg influenced my decision to attend.					
15. The Ethnic Student Service Program at Augsburg influenced my decision to attend.					
16. My original plan was to attend a state college.					
17. I used to think that private college was not an option for me.					
18. I used the Augsburg Web site in helping me make my decision to attend.					

Major Influencers for TRIO Eligible Students at Augsburg College

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total (N)
Parents	3	18	21	7	10	59
Guidance Counselor	3	10	13	15	18	59
Teacher	7	7	16	14	15	59
Knew someone	12	16	6	12	13	59
Admissions Representative	8	12	22	9	8	59
Augsburg SSS	4	19	16	9	11	59
Precollege access program	5	5	10	21	18	59
Adult Mentor	5	13	11	17	13	59
Urban Location	22	23	7	4	3	59
Financial Aid	14	16	11	7	11	59
Live off campus	6	8	14	16	15	59
Early college search	21	12	10	10	6	59
Athletics	9	4	2	20	24	59
Ethnic Student Services	1	10	16	15	17	59
Augsburg Web site	8	11	8	17	15	59

A-4

	positive %	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	negative %
Parents	35.59%	5.08%	30.51%	35.59%	11.86%	16.95%	28.81%
Guidance Counselor	22.03%	5.08%	16.95%	22.03%	25.42%	30.51%	55.93%
Teacher	23.73%	11.86%	11.86%	27.12%	23.73%	25.42%	49.15%
Knew someone	47.46%	20.34%	27.12%	10.17%	20.34%	22.03%	42.37%
Admissions Representative	33.90%	13.56%	20.34%	37.29%	15.25%	13.56%	28.81%
Augsburg SSS	38.98%	6.78%	32.20%	27.12%	15.25%	18.64%	33.90%
Precollege access program	16.95%	8.47%	8.47%	16.95%	35.59%	30.51%	66.10%
Adult Mentor	30.51%	8.47%	22.03%	18.64%	28.81%	22.03%	50.85%
Urban Location	76.27%	37.29%	38.98%	11.86%	6.78%	5.08%	11.86%
Financial Aid	50.85%	23.73%	27.12%	18.64%	11.86%	18.64%	30.51%
Live off campus	23.73%	10.17%	13.56%	23.73%	27.12%	25.42%	52.54%
Early college search	55.93%	35.59%	20.34%	16.95%	16.95%	10.17%	27.12%
Athletics	22.03%	15.25%	6.78%	3.39%	33.90%	40.68%	75%
Ethnic Student Services	18.64%	1.69%	16.95%	27.12%	25.42%	28.81%	54.24%
Augsburg Web site	32.20%	13.56%	18.64%	13.56%	28.81%	25.42%	54.24%

Table 1

Students who were most likely to attend Augsburg College

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total (N)
Parents	2	12	15	5	3	37
Guidance Counselor	3	8	11	11	4	37
Teacher	5	5	12	11	4	37
Knew someone	8	10	2	9	8	37
Admissions Representative	6	9	15	4	3	37
Augsburg SSS	2	15	10	6	4	37
Precollege access program	5	4	5	13	10	37
Adult Mentor	5	11	7	9	5	37
Urban Location	15	16	3	2	1	37
Financial Aid	10	12	6	3	6	37
Live off campus	3	7	8	10	9	37
Early college search	11	10	6	6	4	37
Athletics	6	4	1	10	16	37
Ethnic Student Services	1	6	11	9	10	37
Augsburg Web site	6	8	7	8	8	37

	positive %	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	negative %
Parents	37.84%	5.41%	32.43%	40.54%	13.51%	8.11%	21.62%
Guidance Counselor	29.73%	8.11%	21.62%	29.73%	29.73%	10.81%	40.54%
Teacher	27.03%	13.51%	13.51%	32.43%	29.73%	10.81%	40.54%
Knew someone	48.65%	21.62%	27.03%	5.41%	24.32%	21.62%	45.95%
Admissions Representative	40.54%	16.22%	24.32%	40.54%	10.81%	8.11%	18.92%
Augsburg SSS	45.95%	5.41%	40.54%	27.03%	16.22%	10.81%	27.03%
Precollege access program	24.32%	13.51%	10.81%	13.51%	35.14%	27.03%	62.16%
Adult Mentor	43.24%	13.51%	29.73%	18.92%	24.32%	13.51%	37.84%
Urban Location	83.78%	40.54%	43.24%	8.11%	5.41%	2.70%	8.11%
Financial Aid	59.46%	27.03%	32.43%	16.22%	8.11%	16.22%	24.32%
Live off campus	27.03%	8.11%	18.92%	21.62%	27.03%	24.32%	51.35%
Early college search	56.76%	29.73%	27.03%	16.22%	16.22%	10.81%	27.03%
Athletics	27.03%	16.22%	10.81%	2.70%	27.03%	43.24%	70%
Ethnic Student Services	18.92%	2.70%	16.22%	29.73%	24.32%	27.03%	51.35%
Augsburg Web site	37.84%	16.22%	21.62%	18.92%	21.62%	21.62%	43.24%

Table 2

Students not likely to attend Augsburg College

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total (N)
Parents	1	6	6	2	7	22
Guidance Counselor	0	2	3	3	14	22
Teacher	2	2	4	3	11	22
Knew someone	4	6	4	3	5	22
Admissions Representative	2	3	7	5	5	22
Augsburg SSS	2	4	6	3	7	22
Precollege access program	0	1	5	8	8	22
Adult Mentor	0	2	4	8	8	22
Urban Location	7	7	4	1	3	22
Financial Aid	4	4	5	4	5	22
Live off campus	3	1	6	6	6	22
Early college search	10	2	4	4	2	22
Athletics	3	0	1	10	8	22
Ethnic Student Services	0	4	5	6	7	22
Augsburg Web site	2	3	1	9	7	22

	positive %	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %	negative %
Parents	31.82%	4.55%	27.27%	27.27%	9.09%	31.82%	40.91%
Guidance Counselor	9.09%	0.00%	9.09%	13.64%	13.64%	63.64%	77.27%
Teacher	18.18%	9.09%	9.09%	18.18%	13.64%	50.00%	63.64%
Knew someone	45.45%	18.18%	27.27%	18.18%	13.64%	22.73%	36.36%
Admissions Representative	22.73%	9.09%	13.64%	31.82%	22.73%	22.73%	45.45%
Augsburg SSS	27.27%	9.09%	18.18%	27.27%	13.64%	31.82%	45.45%
Precollege access program	4.55%	0.00%	4.55%	22.73%	36.36%	36.36%	72.73%
Adult Mentor	9.09%	0.00%	9.09%	18.18%	36.36%	36.36%	72.73%
Urban Location	63.64%	31.82%	31.82%	18.18%	13.64%	13.64%	18.18%
Financial Aid	36.36%	18.18%	18.18%	22.73%	4.55%	22.73%	40.91%
Live off campus	18.18%	13.64%	4.55%	27.27%	27.27%	27.27%	54.55%
Early college search	54.55%	45.45%	9.09%	18.18%	18.18%	9.09%	27.27%
Athletics	13.64%	13.64%	0.00%	4.55%	45.45%	36.36%	82%
Ethnic Student Services	18.18%	0.00%	18.18%	22.73%	27.27%	31.82%	59.09%
Augsburg Web site	22.73%	9.09%	13.64%	4.55%	40.91%	31.82%	72.73%

Table 3

Augsburg College
Lindell Library
Minneapolis, MN 55454